

**Rhode Island College**  
*Feinstein School of Education and Human Development*  
**Department of Elementary Education**  
Spring 2011

**Course Number** ELED 510-01  
**Course Title** Research Methods, Analysis and Applications – *Hybrid*  
**Instructor** Lisa B. Owen, Ph.D.  
Horace Mann Hall 215  
456-8994  
[lowen@ric.edu](mailto:lowen@ric.edu)  
Office hours: Wednesdays following class & by appointment  
Virtual office hours: Thursdays 8:00 – 9:00 PM

**Course Location and Meeting Times**

Wednesdays 4:00 – 6:50, HBS 212 (*bring laptops if you wish*)

**Course Information**

**Prerequisites** Graduate standing and evidence of prior work in methods of inquiry/research methods, or tests and measurements, or statistics, or permission of department chair.

**Required text**

Locke, L, Silverman, S, Spirduso, W. (2010). *Reading and Understanding Research*, 3rd edition.  
Los Angeles, CA: Sage Publications.

**Catalog description:** an introduction to the process and products of educational inquiry for students in education graduate programs. Students are introduced to data collection, analysis, and interpretation. Designed for consumers and translators of research, as well as future practitioners.

**Relationship to professional preparation:** one of two courses in the M.Ed. “core”, ELED 510 is designed to provide students with the skills and tools necessary for reading, analyzing, and conducting research projects assigned in courses in the area of specialization.

**Relationship to the conceptual framework:** the course introduces students to the inquiry component essential in the professional life of the Reflective Practitioner. The course emphasizes the underlying themes of knowledge, diversity, pedagogy and professionalism in reading assignments and discussions, as well as in the individual project. The course also addresses multiculturalism, performance standards and assessment, technology, and global perspectives as they obtain in models of inquiry and contemporary bodies of educational research.

**Course Objectives** (and associated underlying themes of the conceptual framework). You will:

- Recognize the various models and methods of analysis as tools used to advance the research process (Knowledge);
- Formulate research questions and hypotheses (Knowledge);
- Explain ways in which educational knowledge is obtained in your area of study and expertise (Knowledge, Pedagogy);
- Apply knowledge gained through research logically and appropriately as a means of advancing educational practice (Knowledge, Pedagogy, Professionalism);
- Recognize the range of methods across disciplines, which can be employed to understand the act of teaching and the process of learning (Knowledge, Pedagogy, Diversity);
- Be able to review research and conduct both a manual and computer search on a selected topic in your area of study and expertise (Knowledge, Pedagogy, Professionalism).

### **Course requirements**

Expectations are that you will attend and participate in class discussions and assignments, and will complete written assignments at a level appropriate to graduate status and in a professionally acceptable format.

### **Assignments**

#### ***Readings***

Locke, Silverman & Spirduso (LSS)

Readings from the text are due the day they are listed on the course calendar. Please read them before coming to class.

#### ***When to Believe***

Respond to the following and email it as an attachment through Blackboard® – Think of a time when you encountered **research** (heard about it, read about it: publications, television, radio, conversations, etc.,) but felt the word, **research**, was misused. Give two reasons why you think your example is questionable, why you would suspend trust (use examples from Chapter two of **LSS**). Then, explain what would be needed to make this research more credible.

### ***Student-Led Discussions***

You will have an opportunity to share research in a small group on-line setting. Articles will be assigned and posted on Blackboard® to provide everyone with access to the articles. When it is your turn to share research in the *student-led discussion*, you will conduct an online 45-minute in-depth discussion of your impressions of the study and its design with your designated small group; all group members will be familiar with the article before the meeting. This discussion should revolve around the purpose and methods of the research as well as the findings. It is your responsibility to pull your group members into the discussion, to facilitate discourse; it is not a presentation. *Consider writing some questions ahead of time to ask your group members.*

On the day before your discussion send the members of your group (*and Dr. Owen*) a **1-page graphic organizer or outline** of the major issues and/or points of the reading. Your discussion (and the organizer) must include:

- Purpose
- Methods
- Findings/Results
- Your thoughts

**One week following** your student-led discussion you will email, via Blackboard®, a *follow-up response* (2 pages maximum) to this learning experience (write about your group's discussion of the research and methods used, the questions that arose and any big ideas that resulted). Please provide specific examples of the major discussion points, analysis of the group process, reactions to the activity, and thoughts on being the group leader.

### ***Research Review***

You will choose an area of interest to explore in depth. Perhaps you already have a direction, or you started some research in another course or maybe you want to completely change direction. You will write a brief paper that includes your research written in an annotated bibliography format. You will share your research with a small group of your peers. *A handout will follow.*

### **Evaluation and Grades**

The breakdown for grades:

- When to Believe (20%)
- Student-led discussions (10% outline, 10% presentation, 10% follow-up) = 30%
- Research Review and oral presentation 50%

Grading system

A: 95-100%, A-: 90-94%, B+: 87-89%, B: 84-86%, B-: 80-83%, C+: 77-79%, C: 74-76%, C-: 70-73%

## Suggested and Related Reading and Resources

American Psychological Association. (2010) *Publication Manual*. (6th ed.) Washington, DC <http://www.apastyle.org/>

Drew, C., Hardman, M. & Hosp, J. (2008). *Designing and conducting research in education*. Thousand Oaks, CA: Sage Publications

Cyberbullying Research Center <http://www.cyberbullying.us/research.php>

Denzin, N.K. & Lincoln, Y.S. (Eds.) (1994) *Handbook of qualitative research*. Thousand Oaks, CA: Sage.

Early Childhood Research and Practice. <http://ecrp.uiuc.edu/>

Electronic Journal for English as a Second Language. <http://www.tesl-ej.org/wordpress/>

Gallas, K. (1994). *The Languages of Learning*. New York: Teachers College Press.

Glenberg, Am. (1996) *Learning from data: An introduction to statistical reasoning*. (2<sup>nd</sup> ed.) Mahwah, NJ: Lawrence Erlbaum.

Gall, M., Gall, J. & Borg, W. (2007). *Educational Research: An Introduction*. Upper Saddle River, NJ: Allyn and Bacon.

Hubbard, R. & Power, B. (1999). *Living the Questions: A Guide for Teacher Researchers*. York, Maine: Stenhouse Publishers.

International Electronic Journal of Health Education. <http://www.aahperd.org/aahe/publications/iejhe/index.cfm>

Journal of Technology, Learning and Assessment. <http://escholarship.bc.edu/jtla/>

K12 Academics. *Topics and Policies*. <http://www.k12academics.com/>

Kidon Media Link. *Newspapers from around the world*. <http://www.kidon.com/media-link/>

Literacy Teaching and Learning: An International Journal of Early Reading and Writing. <http://www.rrcna.org/index.asp>

McMillan, J. (2003). *Educational Research: Fundamentals for the Consumer*. Upper Saddle River, NJ: Allyn and Bacon.

McRel Mid-continent Regional Educational Laboratory. <http://www.mcrel.org/>

mdrc Education and Social Policy Research <http://www.mdrc.org/index.html>

Mills, G.E. (2000). *Action Research. A Guide for the Teacher Researcher*. Upper Saddle River, NJ: Merrill/Prentice Hall.

MOOM, Museum of Online Museums, <http://www.coudal.com/moom/>

Myers, J.L. & Well, A.D. (1995) *Research design and statistical analysis*. Mahwah, NJ: Lawrence Erlbaum.

National Center for Education Statistics. <http://nces.ed.gov/>

Reading K-12 Resources: Annotated Bibliography.

[http://www.centeroninstruction.org/resources.cfm?category=reading&subcategory=&grade\\_start=&grade\\_end#153](http://www.centeroninstruction.org/resources.cfm?category=reading&subcategory=&grade_start=&grade_end#153)

Reading Online. <http://www.readingonline.org/default.asp>

Research in Middle Level Education. <http://www.nmsa.org/Publications/RMLEOnline/Articles/tabid/101/Default.aspx>

RTI: Response to Intervention: Annotated Bibliography. <http://www.rtinetwork.org/professional/bibliography>

Shagoury, R. & Power, B. (2003). *Art of Classroom Inquiry*. Portland, ME: Heinemann

Social Studies Research and Practice. <http://www.socstrp.org/index.cfm>

Teaching Exceptional Children Plus. <http://escholarship.bc.edu/education/tecplus/>

Yin, R. (2003). *Applications of Case Study Research*. Thousand Oaks, CA: Sage Publications

*Rhode Island College is committed to making reasonable efforts to assist individuals with documented disabilities. If you are seeking accommodations under the Americans with Disabilities Act, and/or Section 504 of the Rehabilitation Act of 1973, you are required to register with the Student Life Office. The Student Life Office is located in Room 127 in Craig-Lee Hall. The phone number is 456-8061. To receive academic accommodations for this class, please obtain the proper S.L.O. forms and meet with me at the beginning of the semester.*